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This document is a report to the Board (for its use in developing "Master Plan--Phase III" for higher education in Illinois) by Committee Q, a representative group of 14 Illinois educators who were asked to explore the existing status and quality of teacher education in Illinois colleges and universities and to suggest how it might be improved. Part 1 of the report lists 14 specific recommendations and for Board action; other sections expand on the recommendations and present the research findings upon which they were based. Two sections representing a survey of various efforts and proposals to improve teacher education in the U.S. include lists of proposed changes in general and professional education and examples of innovations such as microteaching, use of conceptual systems of teaching, student teaching alternatives, use of auxiliary personnel, and preparation of teachers for the inner city. Three sections deal specifically with needs and suggestions for improvement in Illinois programs: (1) results of several surveys of teacher personnel needs; (2) a proposed junior college curricula for training teacher aides; (3) suggestions for changes in teacher certification requirements. An appendix presents brief descriptions compiled from 20 replies to a 1967 questionnaire survey of "most innovative" and "most outstanding" features of programs in Illinois teacher education institutions. (JS)

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REPORT OF MASTER PLAN COMMITTEE

**Q**

# TEACHER PREPARATION

A report to the Board of Higher Education for its use in developing "Master Plan - Phase III" for higher education in Illinois. This report is the work of the study committee and is NOT the work of the Board or its staff.

SP003018

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# I. RECOMMENDATIONS

It is recommended that the Board of Higher Education:

1. Establish two action-oriented consortia of colleges and universities (public and nonpublic) for planning teacher-education programs. One consortium be located in the Chicago area at Northeastern Illinois State College to serve the needs of the urban area (p. 19)[1] The other consortium be located at Illinois State University to serve the needs of downstate Illinois. These two consortia assume the following tasks:

   a. Establish committees to develop teacher-education programs for each teaching specialization. The membership of these committees should include college faculty representing the teaching field, education, and elementary and secondary school personnel (p. 9 and pp. 11-12).

   b. Translate educational theory into local action programs (p. 16 and p. 20).

   c. Provide for, and evaluate, one-year teaching internships (pp. 17-18).

   d. Provide for, and evaluate, one-year in-service education programs for beginning teachers (pp. 12-13).

   e. Develop programs to prepare students from the "lower economic stratum" of society for teaching positions (p. 19).

   Funding for each consortium would involve at least $100,000 per year of state funds. Additional funds should be sought from the federal government.

2. Establish a technical advisory committee on teacher preparation to be assisted by a professional staff member. The committee should act as a liaison between the Board of Higher Education, the various public and nonpublic institutions (junior and senior), the Office of the Superintendent of Public Instruction, the various educational organizations, and the State Teacher Certification Board and should advise the Board of Higher Education on teacher preparation through the following functions:

   a. Helping implement the Board's recommendations for improving teacher preparation.

   b. Coordinating information on the demand for public school teachers, the supply of teachers, the areas of oversupply, and the areas of shortages (p. 5 and pp. 7-8).

   c. Stimulating cooperative action between the institutions of higher learning and the common schools (public and nonpublic) (pp. 6-8 and p. 20).

   d. Encouraging innovation and experimentation in teacher education (pp. 14-20 and Appendix).

[1] The numbers in parentheses locate supporting data in the text.

e. Investigating such matters on teacher preparation as:

1) Statewide coordination of extension courses and statewide educational television courses for in-service and pre-service teacher education (pp. 6-7 and p. 16).

2) Any discriminatory practices of universities in such matters as sex, race, residence, and age which exclude potentially competent teachers from the profession (pp. 7-8).

3) On-the-job training for teachers (pp. 12-13).

4) Summer student-teaching programs (pp. 17-18).

5) Coordination of student teaching through a statewide system (p. 16).

6) In-state transfer of credits from one institution to another (p. 7).

f. Coordinating the activities of the two consortia, and working closely with the State Board of Education (see Recommendation 3) and with the Instructional Resources Consortia as recommended in Master Plan-Phase II.

The committee should consist of thirteen members appointed by the Board of Higher Education. The membership should consist of seven educators (including public school personnel) and six representatives of the public at large. The educators should be persons conversant with the field of teacher education, and the other members should be citizens with active interests in teacher education.

The Board should select members to serve voluntarily, without compensation, for staggered terms of three years. The chairman should be named by the Board.

The committee should meet quarterly, or more frequently as necessary, at a place mutually satisfactory to the members. At the close of each calendar year, the committee should furnish to the Board of Higher Education a report of its findings and recommendations.

The Board should reimburse members for cost of travel incurred in attending meetings or in carrying out official work of the committee and should provide the basic supplies and reasonable staff assistance in support of the committee's work.

It is further recommended that the Board of Higher Education request the institutions of higher education in the state to:

3. Develop, particularly in the community colleges, programs to educate both teacher aides and teacher assistants for the common schools. The teacher-aide program should consist of thirty semester hours or the equivalent. The teacher-assistant program should consist of two years of education and training leading to the Associate of Arts degree, which would allow for easy transition to a teacher-certification program. Both programs should meet requirements set forth by the Office of the Superintendent of Public Instruction (pp. 21-22).

4. Provide a greater number of senior institutional programs to meet the needs of those people with a bachelor's degree who wish to enter the teaching field (see Recommendation 9). In particular, programs leading to a master's degree and teacher certification should be widely available (p. 18).

It is further recommended that the Board of Higher Education request the General Assembly to:

5. Establish a State Board of Education, composed of laymen who would make policies governing elementary and secondary schools. Among its duties the Board should call upon subcommittees of specialists in various fields (including teachers and others knowledgeable concerning teacher education) to assist in developing sound educational programs (pp. 24-25).

6. Establish a single set of policies and procedures for teacher certification which would apply to the entire State of Illinois and would form the basis for programs developed by all Illinois institutions (p. 22 and pp. 25-26).

7. Place the administration of the teacher education scholarships under the Illinois State Scholarship Commission, these scholarships to be distributed to the extent permitted by available funds with priorities based upon academic aptitude, need, and commitment to teacher education (p. 4).

8. Make teacher education scholarships available to students at both public and nonpublic institutions (junior and senior colleges). Tuition and fees up to $1,200 per year be paid to the institution which the student attends (p. 4).

9. Provide support funds for men and women past the usual college age who are not prepared for the standard teaching certificate. For students pursuing full-time study there should be fifty loans at $2,500 per year plus $400 per year for each dependent. These loans should be available to the individual for only the time necessary to qualify for a standard teaching certificate, not to exceed a two-year period. The loans would be forgiven at the rate of $1,000 per year for every year the individual teaches in Illinois. These funds should be administered by the Illinois State Scholarship Commission (pp. 18-19).

10. Remove statutory teacher-certification requirements which have little relevance to performance, allowing the colleges and universities more scope for innovation in teacher education (p. 24).

It is further recommended that the Board of Higher Education request of the State Teacher Certification Board that:

11. In order that teacher certification provide school children protection from inadequately prepared teachers, (a) the processes of teacher certification and of recognition of schools by closely related, (b) the use of substandard certificated (in Illinois called "provisional certificates") be discouraged and discontinued as soon as possible, and (c) certification (and recognition) standards not be relaxed to meet deficiencies in the supply of teachers (pp. 23-24).

12. A comprehensive study of certification and recognition requirements and the impact of such requirements on college and university programs in teacher education be made. The study should determine how to provide sufficient flexibility in certification requirements so that experimental programs and variations in preparation would be encouraged (pp. 24-25).

13. Immediate steps be taken to grant Illinois teaching certificates to those with substantially equivalent qualifications who have certificates in other states, as provided by the present laws. The extension of reciprocity of teacher certification with other states should be encouraged by the State Teacher Certification Board (p. 24).

14. The advisability of providing certificates in the area of early childhood education be studied.

## II. INTRODUCTION

The charge to Committee Q (Executive Director's Report No. 42) was to answer the question: What is the existing status and quality of teacher education in Illinois colleges and universities and how may it be improved? Subordinate questions emphasized the preparation of teachers in sufficient numbers and asked that the Committee look into the quality of both those preparing for teaching and the programs themselves and try to locate promising innovations.

While originally the Committee was asked to consider the "preparation of teachers for junior college instruction," it soon became evident that junior college representatives preferred to have their teacher-preparation problems considered in common with those of other colleges and not as parallel to the preparation of teachers for elementary and high schools. As a result of this view, a new committee of the Board of Higher Education was assigned the problem of preparation of junior college teachers.

As Committee Q began its work, it found that improving teacher-education programs in Illinois institutions would not result in corresponding improvements in the teachers of Illinois. Almost half of the teachers newly certified in Illinois in some recent years received their college degrees in other states and thus would not have been subject to an Illinois program.

Another factor relating to the lack of correspondence between Illinois teacher-education programs and Illinois teachers is dealt with later in this report in the section on teacher certification. Many teachers (the number can not be determined) are employed in the state with no training whatever in any teacher-education program.

The Committee also became aware of the need for stating clearly whether Chicago's data on teachers were included in whatever was being discussed. Of the 115,000 teachers in Illinois in 1966-67, 21,000 were in Chicago, whose teachers are governed by separate laws and thus are often not included in "Illinois" reports.

Unlike some of the other committees of the Board of Higher Education, no public hearings were held, and no attempt was made to reach concensus beyond the Committee itself, although the Committee consulted with experts in teacher education and representatives of school systems.

The Committee recognized the fact that it was a creature of the Illinois Board of Higher Education and was reporting to that body. Many of the problems of teacher supply and teacher preparation, however, arise from the nature of the public schools and of the agencies governing them such as the Office of the Superintendent of Public Instruction, the County Superintendent of Schools, the Teacher Certification Board, and the Board for Vocational Education. In addition, much influence is exerted by organizations such as the North Central Association of Colleges and Secondary Schools and the Illinois Association of School Boards. Because of the diversity of these elements, the Committee found that it should not only make recommendations to the Board of Higher Education but also request the Board to make recommendations to other bodies and, further, that some of the recommendations should be for continuing study of problems. For example, Recommendation 7 deals with the administration of the teacher education scholarships. The Committee felt that the differences in the use of these scholarships from high school to high school and from county to county prevented the most efficient distribution of funds to those prospective teachers who needed and deserved financial aid. In the opinion of the Committee, these scholarships would do the most good for individual students and for the teaching profession as part of the total state scholarship program. As with other state scholarships, the Committee felt that these should be made available for use at nonpublic as well as at public institutions of higher education. The public institutions should include community colleges.

The Committee wishes to thank those not its members who gave major assistance to its work, especially R. E. Williams of the teacher education administration staff at Urbana and Ralph Lundgren of the Office of the Superintendent of Public Instruction, who took leadership in planning for the collection of data on teacher assignment and preparation in Illinois.

## III. RESEARCH ON TEACHER PERSONNEL NEEDS

To ensure the availability of well-qualified teacher personnel in adequate numbers for each teaching specialization, continuous assessment of personnel needs in Illinois is essential. The present, the immediate future, and the more distant future require different approaches to the study of personnel needs, which increase in complexity as the focus changes from the present to the future. The task of determining what must be done to raise the quality and to relieve personnel shortages of the present is a relatively concrete process. But the prediction of future needs will require complex analyses, which though methodically sound cannot account for the unpredictable.

Without the kinds of assessment mentioned, the preparation of teachers and the development of institutions for teacher education becomes a happenstance affair with the result that teacher education may be geared to the production of specialists whose number or competency does not correspond to need, creating shortages in critical areas and oversupply in others. On the basis of these considerations, the Committee addressed itself to the formulation of research questions and to the task of identifying appropriate information resources.

The desirability of a research coordinating agency of some sort became apparent immediately as the Committee considered the kinds of information essential to an effective personnel planning system. As the Committee attempted to identify the source of information pertinent to each of its questions, it was evident that, for some questions, there were no existing information resources; and for others, numerous agencies could provide information. Much of the information now gathered by various agencies, though relevant, has been put to little use; much useless information has been stored; some of the most cogent questions have not been asked; and there has been considerable overlap between the inquiry processes of one agency with those of another.

It is the firm belief of the Committee that the solution of present and future teacher personnel problems on a statewide basis requires (1) collection of information from the local systems, (2) storage of that information in a central data system, and (3) communication with agencies having any effect upon, or interest in, teacher personnel supply, demand, preparation, or certification. Further, the Committee believes that continuous statewide teacher personnel study should be the responsibility of a coordinating unit with data processing facilities and expert research personnel. Such a unit would establish liaison with other information agencies whose data would contribute, for example, to the projection of future needs.

Within the Division of Planning and Development, Office of the Superintendent of Public Instruction, a Department of Educational Research has recently been established. In September, 1967, the Committee established communication with that department in the hope of obtaining assistance with its inquiries. Through this relationship the potential for research and data coordination by this unit or a similar one became apparent.

Following were questions posed by the Committee and submitted to the Department of Educational Research, OSPI:

1. What are the projected needs for teachers?

    a. How many teachers will Illinois need in 1970, 1975, 1980, 1985, 1990, and 1995?
    b. At what level will these teachers be needed (pre-primary, elementary, and secondary)?
    c. For what secondary school subject fields will teachers be needed?
    d. What localities will need teachers (urban, suburban, rural, inner city)?

2. What are the sources of teachers?

   a. Where do present Illinois teachers come from (in-state, out-of-state)?
   b. What institutional output is required?
   c. How many teachers are prepared by Illinois institutions in each area of specialization?
   d. Of teachers prepared in Illinois, how many are lost to other states?

3. What are the qualifications of teachers?

   a. Are teachers teaching what they are prepared to teach?
   b. What qualifications are needed for the various levels of teaching?
   c. What are the problems inherent in present certification policies?

## Enrollment Projects

One of the studies undertaken by the Department of Educational Research as a direct result of communication with Committee Q was a study of enrollments projected through the year 1995. A part of this study focuses on the birthrate as the basis for the prediction of enrollments which will have effect upon teacher supply and demand in the elementary schools.

Data from the study, according to Mr. Ronald Ladley of the Department of Educational Research, OSPI, indicate a declining birthrate already reflected in a decreasing first grade enrollment. Based on data for the period 1960 to 1967, the average rate of decline in the birthrate is about 2.5 per cent per year. The Illinois birthrate dropped from 238,759 to 195,640 in that seven-year period. A projection on the basis of a similar rate of decline indicates that, by 1972, the birthrate will be 171,924.

Ladley indicated that about 82 per cent of the number of newborn enter the first grade in public schools at age six. About 22 per cent of the number of births appear in nonpublic schools at six years of age. The sum of percentages exceeds 100 per cent as a result of the inclusion of pupils who move into Illinois from other states. In 1963-64, public school first grade enrollment totaled 200,440; in 1967-68, the enrollment was 194,158, reflecting the decline in births from the year 1960 to 1961.

On the basis of other projections, the study indicates that the peak enrollment in grades K through 8 will occur in 1971 with an estimated enrollment of 1,624,551. Grades 9 through 12 will peak in 1974 or 1975 with about 693,561 enrolled. Combining both elementary and secondary school enrollments, the peak year is predicted to occur in 1970-71 with an estimated total enrollment of 2,261,916. From these predicted high points, a decline is expected to continue until some other factors affect the population growth in the state through birth or migration.

As of November, 1968, it was not possible to obtain information concerning that portion of the study which considers the projection of teacher personnel needs based on population growth and the results of extrapolations for predicting the demand for various teacher specializations. Also included in these projections will be the needs based on new programs. It is anticipated that the study will be approached on regional bases within the state as well as on a statewide basis.

The Department of Educational Research, partly on the basis of the interests of Committee Q, has initiated a comprehensive teacher personnel study (most raw data completed by November, 1968), which on a continually updated basis will add information to be used in projections while providing other descriptive data such as marital status, sex, birth date, social security number, length of employment, extent (time percentage) of employment, reasons for reassignment, changes of assignment, appropriations of assignment as compared with types and endorsements of certificates, experience level, sources of degrees, and retirement data. The comprehensive teacher personnel study relies in part upon data obtained through a revised teacher service record form which is submitted annually by superintendents.

A third study, undertaken partly in behalf of Committee Q concerns, deals with provisionally certificated teachers. "Provisional Certification in Illinois" is the title of the report of a study by Dr. John R. Noak and Mr. Earl Carr, Department of Educational Research, OSPI. Questionnaires were completed by 1,005 district superintendents in Illinois in April, 1968. The purpose of the questionnaire was to obtain opinions concerning matters pertaining to teacher certification and the problems of provisionally certificated teachers in that area. Four questions were posed as follows: (1) What could the Office of the Superintendent of Public Instruction do to assist provisionally certificated teachers in ob-

taining regular certificates? (2) What could educational institutions do to provide such assistance? (3) What specific courses would be most useful for provisionally certificated teachers? (4) What alternatives to the current certification system would you suggest?

While the superintendents gave numerous responses to the questions above, those with greatest frequency, given in the order of the questions above, are:

1. Eliminate the student-teaching requirement for experienced teachers or give college credit for student teaching on the basis of three to five years of satisfactory teaching experience (123 responses).

2. Increase the number of extension courses offered, hold them in more convenient locations, and offer more undergraduate courses (208 responses).

3. Most useful courses for provisionally certificated teachers: Student Teaching (149 responses).

4. Alternatives to current certification system: waive the requirement or give student-teaching credit for experience (60 responses).

Quoting from a draft of the report, the district superintendents of Illinois seem strongly to support the following:

1. Consideration should be given to new concepts in fulfilling the student-teaching requirements, such as allowing a teacher to fulfill the requirement at his assigned school.

2. Colleges and universities should endeavor to offer a wider range of courses at extension centers.

3. All colleges and universities in Illinois should adopt administrative techniques facilitating the transfer of credits.

4. The idea of reciprocity in the area of certification at least on the part of several adjoining states should be investigated.

The report presented other recommendations from the district superintendents which are omitted here for the sake of brevity.

The study of provisionally certificated teachers included a questionnaire inquiry directed to them. From a sample of 700 provisionally certificated teachers, 564 usable questionnaires were analyzed. The teachers were asked the same questions as were sent to the district superintendents. Responses to each question receiving the greatest frequency are as follows:

1. Grant credit for student teaching to those persons who have teaching experience or make student-teaching courses more readily available (131 responses).

2. Offer extension courses and correspondence courses in more locations, and facilitate the application of course credit towards a degree (123 responses).

The study of provisional certification in Illinois may well offer some approaches to the conservation of human resources for classroom teaching. There is evidence of a strong feeling among both teachers and administrators that teacher-certification requirements, institutional requirements, and lack of reciprocity among institutions and states militate against the induction of a number of competent teachers.

Complaints regarding discriminatory practices by some Illinois institutions of higher education have been noted, but the Committee did not feel that its charge included the investigation of such reports. It is suggested that in some instances sex, race, residence, or age were criteria given as much weight as competence for entrance into teacher-education programs. Reports of such practices which dis-

courage or exclude potentially competent teachers should be investigated and the results of the investigations publicized. Reexamination of codes, policies, and regulations may yield information concerning needed changes. Systematic and thorough research is needed.

It should be noted that it has taken somewhat in excess of a year to obtain some of the answers to questions formulated by the Committee. The remaining questions will require several months more. Had a well-coordinated system of data gathering, storage, and retrieval been available and functioning continuously during the last several years, the effort of this committee might have transcended the process of asking questions. The Committee could have addressed itself to the task of drawing inferences from the data to determine how our educational forces should be regrouped, reenforced, and redirected.

With some reorganization of communication patterns among the agencies of OSPI, the integration of the various forms and devices used for gathering data, and careful compilation of the items of information needed for the development of a central information system, it may well be possible that the necessary resources are presently available. Many of the questions pertinent to teacher personnel studies are answerable through data now filed by the State Teacher Certification Board, but the information is not stored in readily retrievable form. The Teacher Service Record has been revised to accommodate teacher personnel analyses. Thus far, however, the approaches have been fragmentary and fall far short of both the present potential for analyzing problems and the urgency of the need for solutions. A collaborative effort involving the expertise of educational researchers from OSPI, the State Board of Higher Education, the state institutions involved in the preparation of teachers, and public school personnel should be promulgated to effect the integration of information systems, the development of compatible systems of coding and personnel identification, and the formulation of a taxonomy of teacher personnel information to be stored in "data bank" fashion.

# IV. RECENT EFFORTS TO IMPROVE TEACHER EDUCATION

This chapter must start with the recognition that teacher education consists of general education, academic or applied field specialization, and professional education. Recognition of the existence of such major components in the college education of teachers, even though the three categories occasionally become merged in practice,[2] facilitates communication among college people, certification officers, and those employing teachers in the schools. Unfortunately, various experiments and proposals for improving teacher education focus mainly upon the professional education component of teacher education, thus ignoring possible improvements of general education and of the fields supplying the content of the teaching area itself. The most severe critics of teacher education have acknowledged that, in colleges and universities throughout the nation, at least 60 per cent of the undergraduate work of high school teachers is devoted to nonprofessional academic preparation.[3]

The failure to consider the total college preparation of teachers is emphasized in such studies as that of Baxter, Ferrell, and Wiltz. Investigating the teaching and teachers of U. S. History in Indiana's secondary schools, the historians on the investigation team did not conclude that ineffectual history teaching was principally a result of the history teacher's saturation with excessive education courses. Although citing a variety of causes for the poor status of history teaching, secondary school teachers of history were characterized generally as unbookish, nonintellectual products of dull preparation in history on the college level while working in school environments which reinforced these characteristics.[4] At the same time it must be stated that the recruitment of intellectually able teachers who can be stimulating is not encouraged by the large amount of time devoted to education courses in some curricula.

The point again to be emphasized is that the goal is comprehensive improvement in the teaching field and general education as well as in professional education. Undoubtedly, substantial improvement is needed in all three of these elements of the curriculum rather than the movement of course credits from one element to the other.

The material which follows represents a survey of various efforts and proposals for the improvement of teacher education. Such material will address itself to possible improvement in general education and in the area of specialization as well as in professional education. Since the bulk of the writing dealing with improvements in teacher education concentrates on the professional component of the curriculum, however, the material which follows will also reflect this predominance. Although it is impossible to give a comprehensive report of efforts and proposals to improve teacher education, a limited number of the more conspicuous efforts and proposals to improve teacher education reported in the 1960's is reviewed in order to illustrate the wide range of proposals made.

## General Education

General education in American higher education is characterized by extreme diversity in design and organization. There probably are as many different programs of general education as there are col-

[2] An illustration of the difficult distinction between academic specialization and professional education is, for example, a course in children's literature, which may be taught within the English departments of universities and may be classified as either an academic course or an education course.

[3] James D. Koerner, *The Miseducation of American Teachers* (Boston: Houghton Mifflin Company, 1963), p. 128. Koerner classified courses in children's literature as professional education; and he did not classify courses in physical education, home economics, industrial arts, business, "and similar courses" as academic.

[4] Maurice G. Baxter, Robert H. Ferrell, and John E. Wiltz, *The Teaching of American History in High Schools* (Bloomington: Indiana University Press, 1964).

leges and universities with requirements in general education. Such requirements vary from 25 per cent to 66 per cent of the total undergraduate curriculum.[5] One safe observation concerning these programs is that they usually involve some course requirements in each of the broad fields identified as the humanities, social-behavioral sciences, natural sciences, and mathematics, plus perhaps some service courses in physical education. It is usually assumed that the general education requirements for prospective teachers be at least as large in terms of semester hours as those for any other college students.

Two examples, those of Conant and Bell, will illustrate some of the diversity found in proposals dealing with general education. Advocating the desirability of extensive use of proficiency examinations while indicating the general education requirements should constitute approximately half of the total undergraduate program, Conant proposed the following as illustrative of a good general education program for prospective teachers:[6]

| Subjects Already Studied in High School | No. of Courses | Equiv. Sem. Hours |
|---|---|---|
| The English language and composition | 2 | 6 |
| The Western world's literary tradition | 2 | 6 |
| History (at least one-half other than American) | 3 | 9 |
| Art appreciation and music appreciation | 2 | 6 |
| Mathematics | 2 | 6 |
| Science (physical and biological, each studied consecutively) | 4 | 12 |
| **Subjects Not Studied in School** | | |
| Introduction to general psychology | 1 | 3 |
| Introduction to sociology and anthropology | 1 | 3 |
| Introduction to the problems of philosophy | 1 | 3 |
| Introduction to economics | 1 | 3 |
| Introduction to political science | 1 | 3 |
| | 20 | 60 |

Daniel Bell argues that, on the undergraduate level, the major disciplines be taught in the first collegiate year and that they emphasize not merely dissemination of descriptive information but the modes of inquiry and the conceptual schemes which characterize each of the disciplines. He further advocates intensive study during the sophomore and junior years of college in a particular discipline not necessarily as specialization, but as a means of obtaining depth of scholarship as an integral part of general education. Finally, Bell proposes that the undergraduate curriculum be topped in the fourth year by a new kind of general education course and program which he calls "the third-tier" focusing upon how knowledge from the various disciplines has broad social and cultural implications and relevance to policy questions in contemporary society.[7]

Although the two examples cited indicate the range of diversity in general education or liberal arts programs, it should also be noted that, from the Committee's own examination, there is no consistent pattern to general education in collegiate institutions within Illinois although there may be generally accepted minimal requirements in certain areas. In Conant's words, "As it is often used at present—that is, with the idea that it describes a consistent and generally accepted pattern of studies—

5 Russell Thomas, *The Search for a Common Learning: General Education 1800-1960* (New York: McGraw-Hill Book Company, Inc., 1962), p. 288.

6 James B. Conant, *The Education of American Teachers* (New York: McGraw-Hill Book Company, Inc., 1963), p. 98.

7 Daniel Bell, *The Reforming of General Education* (New York: Columbia University Press, 1966).

'liberal education' in this country is a myth."[8] While such diversity in general education may not be undesirable, we cannot assume that it is a virtue.

The problem is compounded in considering teacher-education curricula by the fact that so-called "general education" components may really be planned as elements of preparation for the teaching field. Teachers of the early elementary grades, for example, usually teach all the history and English and mathematics and science their pupils get. Does this mean that courses in these fields are part of the teacher's "general education"? Teachers in all subjects are urged to improve their students' reading, writing, and speaking. Should speech and writing courses be considered as "general education" courses for teachers?

The need to develop definitions and qualitative dimensions for general education and to accumulate evidence of quality deserves our continuous and dedicated attention.

## Innovations in General Education and Academic Applied Field Specialization

Although it is difficult to categorize the kinds of innovations developed in colleges in recent years, perhaps it would be useful simply to describe them briefly as summarized by Baskin.[9] These innovations include the following:

1. Formulating smaller instructional units within the overall university structure. Such instructional units may be small autonomous colleges, dormitories used as so-called "living-learning centers," or even a single experimental college established as a distinct unit within the university structure.

2. Allowing for the use of independent study projects by all students (in any of their years in college) in meeting part of the undergraduate requirements of the university. Such independent study projects also may involve the utilization of newer autoinstructional materials and computer-assisted instruction.

3. Utilizing a variety of new instructional media and technology, in part as a means of freeing the professional staff to engage in more creative acts of teaching while enhancing and making more efficient the total instructional process.

4. Experimenting with extensive use of seminars and tutorial instruction in order to provide a balanced instructional program which incorporates some large group instruction and independent study as well.

5. Organizing year-round university schedules such as the trimester program in order to make more efficient use of the physical facilities of the college and to accommodate a greater number of students.

6. Developing programs providing for emphasis in intercultural education, allowing opportunity for study abroad as part of the student's undergraduate program.

7. Planning as an integral part of the undergraduate curriculum a variety of off-campus experience may consist, for example, of having the student assume job responsibilities related to his or her major field of concentration, pursuing a research-oriented field project, or becoming deliberately involved in certain community service activities.

[8] Conant, p. 92.

[9] Samuel Baskin (Editor), *Higher Education: Some Newer Developments* (New York: McGraw-Hill Book Company, Inc., 1965), pp. 319-332.

8. Formulating organizations in which several colleges or universities agree to such ventures as sharing facilities, providing joint course offerings, utilizing research facilities cooperatively, and even exchanging professional staff.

The foregoing list is not intended to be exhaustive, but rather illustrative of the kinds of innovations being attempted in higher education. Furthermore, the categories are not mutually exclusive. For example, it is absurd to consider the utilization of newer instructional media and technology unless one addresses himself to questions about the kind of substantive content to be transmitted by the new instructional media or technology. Instructional media may serve as vehicles for the transmission of significant or trivial subject matter. Similar considerations are applicable to many other innovations. Furthermore, all such innovations should involve clear identification of objectives as well as the means of assessing attainment of such objectives. The innovations of the past often have not defined their aims and usually have failed to use sophisticated means for assessing the achievement of any aims which were stated. In reviewing the status of cumulative research and evidence convering the years from 1960 to 1965 relevant to educational programs on the collegiate level, the research reviewers concluded:

> From this review of the research, no hard and fast conclusions appear justified, but some observations do seem warranted. Curriculum problems are persistent. The place and nature of general education are still unsettled, and articulation with secondary schools is a renewed concern. Faculty responsibilities and curriculum development do not appear settled. The need for more definitive research is a perennial one, especially in the area of curricula for higher education. It would seem that the increasing tempo of change should bring with it increased attention to experimentation and research as necessary to direct such change. There is some evidence that this is taking place, yet the very seriousness of the problems facing instructional leaders in instructions of higher education may make attention to research more difficult and less likely. [10]

In view of the evidence cited above, it appears that self-study for the improvement of instruction and curricula in colleges and universities be regarded as a first priority commitment within each institution. Such deliberate study and effort for improvement of instruction and programs throughout the university curriculum may be expected to raise the quality of teacher education more than any redistribution of courses or by a more fundamental revision of the courses in one of the three categories contributing to the preparation of teachers.

## Teacher Education Programs Today Must Prepare Persons Who Must be Able to Meet the Challenges of the Schools of Tomorrow

A teacher today must more than ever be an educated person—a person educated, as a person, to meet the challenges of living in a rapidly changing urban society. This teacher must have an awareness and some understanding of the world in which he lives and should have developed some sense of commitment to it. He should be able to adjust intelligently to change, should be capable of reflective and independent thinking, should be able to recognize the limitations of his own knowledge and preparation for twentieth-century living—and teaching, and should be able to plan for continued personal and professional growth. Such a person should be prepared to participate intelligently in the decision making that will be necessary for the determination of the future of American education. Development of programs to prepare such graduates will require the participation of college educators from all disciplines on both the undergraduate and graduate levels in planning, teaching, and evaluation.

[10] Ralph R. Fields, John W. Mastin, and James P. Walsh, "Educational Programs," *Review of Educational Research: Higher Education* (Washington, D.C.: The American Educational Research Association, October, 1965), p. 300.

## The First and Most Critical Year of Teaching

Many promising young people are lost to the teaching profession after their first few weeks in the classroom. The discouraging problem of integrating theory and practice in a new and often very difficult situation without the supportive assistance of experienced professionals occurs too frequently. When this situation is complicated by misassignments or by critical problems unique to a particular school, the discouraging effect upon the beginning teacher is overwhelming. Institutions preparing teachers should work together in developing cooperative arrangements with schools where these serious conditions exist, so that beginning teachers will be assisted through their first year of teaching—either through in-service programs for regularly assigned beginning teachers or through supervised internship programs.

## V. PROPOSED IMPROVEMENTS IN THE PROFESSIONAL EDUCATION OF TEACHERS

During the past decade, there have been a host of articles and books written which have been critical of the preparation of teachers with particular criticism focused upon the so-called "professional education" of prospective teachers. (Note that the studies referred to in Chapter II indicate that this focus on one component may not be justified.) One type of criticism alleges that professional education courses are characterized by content suffering from inadequate systematic organization and intellectual substance. Other criticisms contend that education courses are theoretically oriented with little or no relevance to actual classroom practice. Contradicting this criticism, the statement has been made that many education courses are too prescriptive or mechanical and emphasize "tricks of the trade." It has been also contended that there is a lack of coherence in the professional sequence and no clear relationship between the goals, the content, and the experiences provided prospective teachers. Student teaching, however, emerges as an ingredient of the professional sequence subject to a minimum of criticism. Despite such criticisms, almost all studies and critical reviews of teacher education agree that there should be some professional preparation for teaching. The following reports are illustrative of some of the more prominent attempts to analyze and to suggest improvements in the professional education of teachers.

### Some Major Studies of Teacher Education

One major critical study made of teacher education grew out of a conference sponsored by the Fund for the Advancement of Education which was held at the Center for Advanced Study in the Behavioral Sciences during the summer of 1960. A summary of this conference included eleven critical charges directed at the professional element of teacher education, but the conferees agreed on the following points:

> Teacher preparation ought to include, in addition to liberal education, (1) specialized knowledge of the subject to be taught; (2) professional knowledge, which includes understanding of the role of the school, contributions of the behavioral sciences, and an appreciation of the components of the educational process; (3) practice teaching—under apprenticeship or internship, but always under wise guidance and direction; and (4) unifying theory.

In addition, the conferees recommended that improvements in teacher education could be fostered by the following emphases: (1) devoting greater attention to examining teaching acts as representative syntheses of knowledge, values, and instructional methods; (2) encouraging greater experimentation in various means of intellectual inquiry, such as seminars and independent study, as possible substitutes for formal courses; (3) exploring alternative and more flexible procedures and requirements for teacher certification; and (4) pursuing depth studies of the areas presumed to be essential to the professional education of teachers.[11]

Perhaps one of the most publicized studies on teacher education was the report of James B. Conant published in 1963. While the programs suggested by Conant in this publication include certain education courses as desirable, his overall recommendations are deliberately designed to promote freedom of experimentation in teacher education. Indeed, Conant characterizes his recommendations with the words "freedom" and "responsibility." Only student teaching should serve as a stipulated certification

[11] Elmer R. Smith, ed., "A Re-Appraisal of the Professional Aspects of Teacher Education," Report of a conference sponsored by the Fund for the Advancement of Education at the Center for the Advanced Study in the Behavioral Sciences, Palo Alto, California, 1960, mimeographed prepublication copy, pp. 15-18.

requirement for future teachers in each state, according to Conant. It is his assumption that free but responsible institutional competition in teacher education programs will cause academic professors and education professors ". . . . to join hands to enhance the reputation of their particular institution."[12] So-called "clinical professors" of education with considerable classroom teaching experience should be given status and tasks somewhat analogous to those of clinical professors in medical schools. Essentially, such clinical professors of education would have the formidable responsibility of assessing the relevance and value of various aspects of the total collegiate curriculum to teaching performance in student teaching. In all, Conant makes twenty-seven recommendations for the improvement of teacher preparation. At the heart of Conant's recommendations, however, lies his assumption that "How best can we prepare teachers?" is an open question and that it can be answered by experimentation.

Conant's proposals have generated considerable debate. Some argue, for example, that teacher education throughout the United States is already experiencing excessive diversity in curricular patterns and standards of quality. If qualitative standards for teacher preparation are left entirely to each institution, the preparation of teachers could be in a state of anarchy, not merely of diversity. Other analysts of teacher education claim that Conant's proposals are oriented toward the preparation of classroom technicians or craftsmen rather than the preparation of highly competent professionals who will be able to make wise decisions about curricula and the teaching-learning process.

One of the more articulate critics of Conant has been Professor Harry Broudy, who insists that teachers be prepared with much more sophisticated knowledge for solving educational problems than would be possible by classroom craftsmen or technicians. According to Broudy, educational problems may be classified roughly into four areas: (1) formulating and justifying aims and policies, (2) designing and justifying curricula, (3) organizing and rationalizing systems of schooling, and (4) teaching-learning. In order to understand and to aid in solving such problems in a competent manner, Broudy insists that all prospective teachers be provided systematic study in such a professional curriculum as the following:

I. General Professional Studies for Interpretive Use

   A. Humanistic studies of education in general
      History of education (including cultural history of education)
      Philosophy of education
      Aesthetic education

   B. Scientific studies (or sciences) of education
      Psychology of education
      Sociology of education
      Economics of education
      Anthropology of education

II. Professional Studies in the Field of Specialization for Application

   A. Humanistic backgrounds of one's speciality

   B. Technology of one's specialty
      Theoretical studies (contributions of sciences to practice)
      Clinical work and internship
      Methods for production and consumption of research[13]

It is assumed that such a professional curriculum would prepare teachers to analyze and to understand significant educational problems as well as to help them become imaginative, skillful practitioners in the classroom.

[12] Conant, p. 217.

[13] Harry S. Broudy, "The Role of Foundational Studies in the Preparation of Teachers," *Improving Teacher Education in the United States* (Bloomington, Indiana: Phi Delta Kappa, Inc., 1967), pp. 1-22.

Besides presenting such general analyses and proposals relevant to the improvement of teacher education, the literature is replete with descriptions of various experiments and innovations designed to improve teacher education. A few of these innovations and experiments are described in the section which follows.

## Some Innovations for Improving Teacher Education

Many different forms of innovations have been described or identified in the literature. For example, some innovations in teacher education use video tape, for the results may be secured quickly in that medium to help teacher candidates improve instructional skills. The imaginative use of such equipment could classify the innovation as one principally focusing upon instructional technology. Another innovation uses recent research into teaching as a tool for helping prospective teachers cope more effectively with instructional problems by classifying and analyzing teaching behaviors and exploring alternative means of improving such behaviors. Still another example involves a special attempt to organize certain required courses in teacher education within a so-called professional semester which could include student teaching in a residential off-campus center. This type of experiment may be identified primarily as an innovation in the organization of the program. Finally, it is possible to emphasize different kinds of priorities or values within the professional education program. For example, instead of devoting considerable time to the study and the application of instructional technology within the professional sequence, it may be considered more valuable to have teacher candidates work intensively with youngsters of various ethnic groups and in a variety of different actual school situations. In reality, however, innovations in teacher education incorporate to varying degrees all four forms of experimentation: instructional technology, substantive content, organizational pattern, and value priority. Classifying an innovation in any one of the four categories is misleading unless one realizes that the category is merely being used to identify a major emphasis in the innovation. To avoid the danger of superficially categorizing innovations in teacher education, the following accounts offer only a few illustrative innovations which characterize the ferment in teacher education today.

### Stanford University Experiments

Perhaps some of the most interesting and important experimentation in teacher education is being conducted at the Stanford University Center for Research and Development in Teaching. A variety of research projects are being conducted at the Center in order to develop insight and knowledge about teacher education and the phenomenon of teaching itself. Much of the research conducted at the Center represents attempts to analyze teaching into explicit well-defined components that can be controlled, practiced, and evaluated with high degrees of reliability and validity. This analysis of teaching provides knowledge about the professional decisions and technical skills employed by practitioners in the art of teaching. One training and research technique developed in such experimentation has been identified as "micro-teaching." Micro-teaching is simply a scaled-down version of teaching in which the instructional session lasts from five to ten minutes and usually involves no more than five pupils. The micro-teaching sessions are recorded on video tape, and the tape is played back for analysis or for the benefit of the one who was teaching. Thus, micro-teaching together with the feedback which it provides becomes an important instrument for improving the instructional skills of prospective teachers; but more importantly, it becomes an important device allowing systematic analysis and study of teaching acts themselves. The Stanford University experiments indicate that a wide variety of important instructional skills may be taught and carefully studied by utilizing micro-teaching techniques and the feedback provided by reviewing the video tapes. Micro-teaching thus offers invaluable opportunity for both the careful preparation of teachers and the systematic analysis of teaching. [14]

[14] Robert N. Bush, "The Science and Art of Educating Teachers," *Improving Teacher Education in the United States* (Bloomington, Indiana: Phi Delta Kappa, Inc., 1967), pp. 35-62. See also N. L. Gage, "An Analytical Approach to Research on Instructional Methods," *Phi Delta Kappa*, June, 1968, pp. 601-606.

## New Instructional Media in Teacher Education

One of the principal problems encountered when suggesting the utilization of new media such as video tape in micro-teaching is that some teacher educators become preoccupied with the medium itself rather than with the function it can perform. Video taping hardware has little value unless it improves the teacher-preparation program. Using computer-assisted instruction as a part of the professional preparation of teachers has enjoyed only modest use. Yet the potential for individualizing students' programs by the use of computer-assisted instruction may free college professors to engage in much more significant and imaginative acts of teaching with their prospective teachers. The same potential and precautions apply to the possible uses of other autoinstructional devices in teacher education. Programmed books or "teaching machines" have received relatively modest applications in teacher-preparation programs. In addition, simulated teaching materials in the form of video tapes or film clips have large potential for helping prospective teachers study in some systematic fashion teaching acts and instructional problems illustrative of the kind with which they will have to cope.

There is very little research to guide the use of the new media. The central concern should be to use such media to improve the performance of teachers. The use of advanced media simply to create the illusion of technological sophistication can be an ineffectual and costly venture. [15]

## Using Conceptual Systems of Teaching

As mentioned earlier, micro-teaching offers an extremely useful device for training teachers; but more importantly, it provides a means of capturing a small segment of actual teaching and subjecting this segment to systematic analysis and study. In studying the acts of teaching, however, some means of ordering, describing, and analyzing the teaching acts is needed.

Various systems have been developed for describing and analyzing teaching as a result of studies of the nature of teaching. These components of the teaching act, their definitions, and the categories into which they are placed become the conceptual chart by which others may describe and analyze the phenomena of teaching and may learn how to cope with instructional problems. [16]

## Student Teaching Alternatives

Although student teaching has remained the one major component of professional education with the minimum amount of criticism, suggestions have been offered for alternative means of satisfying the objectives of such a professional practicum. For example, some of the Master of Arts in Teaching programs described in the section which follows have internships which offer remuneration. The internship plan practiced at Harvard University involves the hiring of two graduate trainees in teacher education by a public school system to take the place of one beginning teacher for an academic year. Each intern is paid for one semester of full-time teaching during alternate semesters, thus filling the job of one regular teacher. Some supervision of the trainees during their paid internship is provided by both the public school system and the university. [17]

Another substitute for conventional student teaching is the establishment of summer student-teaching programs. Such summer programs have been designed to accommodate with some degree of

15 For the most comprehensive survey of the relation of instructional media to teacher education, see Herbert Schueler, Gerald S. Lesser, and Allen L. Dobbins, *Teacher Education and the New Media* (Washington, D.C.: The American Association of Colleges for Teacher Education, 1967).

16 For descriptions of various conceptual systems for analyzing teaching, see John R. Verduin, Jr., *Conceptual Models in Teacher Education* (Washington, D.C.: The American Association of Colleges for Teacher Education, 1967).

17 Francis Keppel, "Master of Arts in Teaching," *Saturday Review*, June 17, 1961, p. 65.

convenience experienced teachers with provisional certificates who are required to have student teaching for full certification. A final alternative, suggested in lieu of student teaching for experienced teachers, has been the "proficiency examination"—an examination of objective data and teacher performance to determine whether or not the goals of student teaching have been achieved by the candidate. Such an examination would be based upon some combination of written tests, analyses of micro-teaching sessions, observation of the person teaching in a classroom, written reports and possibly a statistical report of students' behavioral changes that apparently are related to the teaching of the candidate for student-teaching credit.

## Reorganizing the Entire Professional Sequence of Teacher Education

Various attempts have been made within the past decade or so to reorganize the entire professional sequence of teacher education. Sometimes this reorganization of the professional sequence has been condensed and relegated exclusively to a fifth-year graduate program. To some individuals, it is preferable to have all professional education delayed to the graduate years, in order to reserve the undergraduate years strictly for liberal arts education. This belief gave rise to the development of Master of Arts in Teaching (MAT) programs. Generally, MAT programs have involved the recruitment of liberal arts graduates who have little or no previous professional preparation. These liberal arts graduates enter a fifth year (or in some cases a fifth and sixth year) of study which combines professional education courses, some continued academic specialization, and some form of supervised teaching or internship. Although MAT programs throughout the nation have not produced substantial numbers of teachers for the classrooms, they have generally been accepted as a means of recruiting liberal arts graduates into the teaching profession and for providing an alternative to undergraduate programs for preparing teachers.

Other more recent experiments in revising the professional sequence involve efforts to capitalize upon some of Conant's recommendations for improving teacher education including his notion of the clinical professor. For example, at least one university has instituted an experimental tutorial and clinical program of teacher education. For the formal, conventional courses in education ordinarily required of prospective teachers, this program substitutes "tutorials" in each of the undergraduate years in which regular faculty members of the School of Education meet regularly with groups of from ten to twelve students calling on specialists from the education faculty as necessary. Clinical professors in this program, selected from nearby school systems, are experienced and competent teachers who hold faculty appointments in both the university and the school system. These professors teach in the classroom of the school system as well as supervise the so-called clinical work of the students enrolled in the university program. The fundamental assumption underlying this experimental program is that professional education can best serve as a synthesizing or integrative function in the preparation of teachers. The program is based on the further assumption that there must be systematic effort to relate and to coordinate the overall university program to students' classroom teaching performance.[18]

A proposal for revamping the entire professional sequence in a new, coherent framework was made by LaGrone in a project conducted for the American Association of Colleges for Teacher Education. Essentially, LaGrone suggested a reorganization of the professional sequence in teacher education with the following emphases: (1) the analytical study of teaching, (2) the structure and use of knowledge, (3) concepts of human development and learning, (4) teacher-learning strategies, and (5) the evaluation of teaching competencies. These five emphases were to be organized in an integrated system of professional education utilizing the newest instructional media.[19]

As stated earlier, the foregoing descriptions of proposals or practices for innovation in teacher education are only brief, illustrative samples. It would be impossible to offer here a comprehensive sur-

[18] William R. Hazard, "The Northwestern Program," *The Clinical Professorship in Teacher Education* (Evanston: The Northwestern University Press, 1967), pp. 123-135.

[19] Herbert F. LaGrone, *A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education* (Washington, D.C.: The American Association of Colleges for Teacher Education, 1964).

vey of practices for improving teacher education.[20] However, a few additional developments regarding teacher education and teacher retention in the profession are sufficiently important to deserve a special attention in this report.

## Use of Auxiliary Personnel

The teaching profession is being criticized for imposing on teachers various tasks and responsibilities which are inappropriate ways of utilizing their professional competencies. It is claimed that there is considerable difficulty in attracting and keeping bright, talented individuals in the teaching profession when various mundane, clerical chores are imposed upon them as part of their regular duties. In order to recruit teachers, to retain them in the profession, and to use their professional talents more wisely, it has been suggested that school systems employ the use of various auxiliary personnel such as teacher aides and teacher assistants. Such auxiliary personnel would be utilized to perform a host of nonprofessional tasks. Among these tasks are supervising study halls, serving as homework helpers to students, reading and correcting compositions or themes written by students, serving as assistants to school counselors, helping students with the use of autoinstructional materials, scoring objective tests, duplicating instructional materials, supervising playground and lunchroom facilities, and maintaining various school records. It is argued that by having such help perform such nonprofessional chores, regular teachers will then have more time to devote to planning for teaching, to individualizing instruction, and to counseling students. Undoubtedly, there are many possible uses for auxiliary personnel which may contribute constructively and significantly in assisting teachers. Furthermore, wise use of this help may contribute substantially to improving the quality of the instructional program since such use would provide more time for the teacher to perform his professional responsibilities. For suggestions on preparation of auxiliary personnel, see Chapter VI.

## Preparing Teachers for the Inner City

Considerable criticism has been directed at teacher educators for their inability to prepare teachers who can perform functionally and efectively in inner-city schools. Justifiably or not, teacher-education programs have been characterized as preparing middle-class teachers to work with middle-class students in middle-class suburban communities. Problems of effective education for inner-city youth are so significant and immediate that they demand priority consideration in any discussion of teacher-education programs. A program to prepare inner-city school teachers must be characterized by careful relevance of knowledge and experiences to the forces, problems, and dynamics of urban society. The teacher being prepared to work in inner-city schools must learn to understand thoroughly the personal and social characteristics of the students whom he will teach. In addition, he must be knowledgeable and sensitive to their values and modes of behavior. His program of preparation must be truly interdisciplinary, for an understanding of the problems of the inner city is dependent upon relevant knowledge from the social and behavioral sciences. Furthermore, he must have direct observations and experiences with the children and schools of the city. No token gestures in formulating such new teacher-preparation programs will do. Such programs must be characterized by relevant, realistic preparation to cope with the educational problems found in the inner city.[21]

[20] See *Review of Educational Research: Teacher Personnel* (Washington, D.C.: The American Educational Research Association, June, 1967).

[21] Herbert Schueler, "Making Teacher Education Meaningful in Urban Settings," *Improving Teacher Education in the United States* (Bloomington, Indiana: Phi Delta Kappa, Inc., 1967), pp. 79-90.

## Some Precautions Regarding Innovations

Virtually all of the innovations or experiments in teacher education, those involving the academic program as well as the professional sequence, have little or no reliable evidence to validate their effectiveness. As indicated earlier, most projects are undertaken as demonstrations of their feasibility. Clearly defined goals, dependable evaluation procedures, and systematic collection of data are not usually found as ingredients of the innovative project. Examining the reports of such ventures forces one into the difficulty of trying to decide which persuasive suggestions are better than the others in view of the lack of any substantial evidence.

Furthermore, there is a tendency for different institutions and programs to utilize the same nomenclature for highly diverse, sometimes inconsistent practices. For example, Conant's interesting proposal for the establishment and use of "clinical professors" in practice teaching has been misappropriated in various programs to the point where, in Conant's words, "We had been surprised, and to some extent shocked, by what we found in many institutions." [22] In some instances uncovered by Conant, the clinical professorship was simply a title used to rationalize a university's abdication of its responsibility for close supervision of its student teachers by turning the whole duty over to public school authorities.

In addition, many innovations in teacher education serve to be merely the results of minor tinkering. For example, the content of a single course may be changed by using some simulated teaching instructional material, or a curriculum may be reported as changed if prospective teachers take three more semester hours in their fields of academic specialization.

Regardless of how well conceived and expertly operated, no program of teacher education can claim that it can produce a completely polished professional. The program can develop some fundamental professional skills as well as the intellectual tools and background knowledge needed for continued growth and development in teaching competence. This continued growth must be stimulated by in-service programs and by the staffs of the school systems themselves. The long-range success of teacher education depends to a large degree upon how the universities and public school systems work together for the improvement of the teaching profession.

Finally, the nature of teacher-education programs depends to a large degree on the kinds of common school programs that exist in which teachers are to function. This fact produces something of a dilemma for those engaged in the preparation of teachers. On one hand, they must prepare teachers who can operate functionally in existing programs. On the other hand, they must prepare teachers who are knowledgeable, willing, and courageous enough to change appreciably many of these existing programs. In the final analysis, our society will obtain the kind and the quality of teachers it deserves. If society wants bright, innovative, and highly professional practitioners in its classrooms, it must request, respect, and recognize such characteristics with social and financial support as well as with the realization that the preparation of such practitioners is a complex, demanding, and continuing task that also requires greater consideration and support than it has been given in the past.

22 James B. Conant, "Joint Appointees as Supervisors of Practice Teaching: A Summary," William R. Hazard (Editor), *The Clinical Professorship in Teacher Education* (Evanston: The Northwestern University Press, 1967), p. 142.

## VI. PROPOSED JUNIOR COLLEGE CURRICULA FOR TRAINING TEACHER AIDES

The main benefit of employing teacher aides would be to increase the effectiveness of classroom teachers, who are now in short supply. Clearly, efficiency would be promoted by relieving the teacher of the clerical and other nonprofessional tasks which now consume about a third of his time. In addition, more highly trained teacher aides or teacher assistants could assume limited tutorial or other instructional duties under the immediate supervision of the certified teacher and thus could increase the amount of individual attention available to each pupil.

Another benefit would be that a teacher aide drawn from the neighborhood would be able to communicate with the pupils more effectively than a teacher who came from an entirely different background. He could also interpret the pupils to the teacher. Moreover, such teacher aides could serve as "ego-ideals" or at least as living examples of the ready availability of employment opportunities to those with some education. Finally, for some individuals, work as a teacher aide or assistant could serve as an intermediate stage toward eventual qualification as a regular teacher.

A variety of resources are available for supporting teacher aides. For example, according to a letter from the U. S. Commissioner of Education dated January 4, 1967:

> At present, funds are available for aides under five federal programs: Title I and Title III of the Elementary and Secondary Education Act; school assistance in federally affected areas; the cooperative research program; and the vocational education program.

Despite the need for teacher aides and the availability of funds for them, there are many obstacles to their utilization. Among these are a number of difficulties in actually obtaining the federal funds, particularly in view of recent cutbacks; the seeming lack of interest on the part of some major school systems, resulting in few available jobs; and the lack of a force of trained teacher aides ready to go to work when jobs are provided. Obviously, the program must be started by the cooperative action of a number of agencies including the schools, the federal and state governments, and the colleges.

Of all institutions of higher education, the junior college is the one which most stresses local community service, opportunities for a wide spectrum of students, and flexibility of its programs. The training of teacher aides might be a popular addition to the list of occupational curricula now being offered.

It is here proposed that three types of programs be offered by the junior college. Together they can provide a broad enough range so that the individual student, as Dr. Louis Feibel of the American Association of Junior Colleges puts it, can enter according to his ability, proceed according to his achievement, and leave according to his interests.

1. Specialized Courses

   There should be opportunity for qualified individuals to take single courses or a few courses, either as in-service education or for other purposes.

2. One-Year Certificate for Teacher Aides

   Admission to this curriculum should be by interview. In addition, applicants must pass a physical examination including a chest x-ray. Since no general education as such is included and since many of the courses are remedial, at a subfreshman level, the program will, of course, be terminal and contain little that is transferable. Those who complete the course would be eligible to take a proposed Civil Service examination for the position of teacher aide. Such aides would be prepared to furnish general assistance to the teacher but would not be prepared to assume any academic instructional duties.

A possible course of study is offered below as a basis for discussion:

| | |
|---|---|
| English, (Basic, Remedial, or Freshman according to tests) | 6 |
| Mathematics (Basic or Remedial) [23] | 0-3 |
| Art Crafts | 2 |
| Typing (two courses, unless exempt by test) | 4 |
| Speech (Remedial or Freshman, according to tests) | 3 |
| Counseling | 2 |
| Music and Rhythms for the Child | 3 |
| Practicum in School Activities | 3 |
| Physical Education, Low-Organized Games | 2 |
| Psychology and Care of the Child | 3 |
| | 31 |

3. A.A. Degree for Teacher Assistants

Admissions to this curriculum should be by interview and should be limited to high school graduates or nongraduates who satisfactorily pass the G.E.D. examination. In addition, applicants must pass a physical examination including a chext x-ray. Required courses are all college level, and at least three full semesters of the credits would be transferrable toward a bachelor's degree. Those who complete the course would be eligible to take a proposed Civil Service examination for the position of teacher assistant. Teacher assistants would be qualified to assume limited instructional duties under the immediate supervision of a certificated teacher. They could also return to a university through regular and extension courses and eventually qualify for certification themselves.

The curriculum below is offered only as a basis for discussion:

General Education Core

| | |
|---|---|
| College English 1 and College Speech 1 | 6 |
| Biology 1 | 3 |
| Physical Science 1 | 3 |
| Social Sciences | 6 |
| Humanities, Art or Music | 6 |
| Physical Education (including Play and Rhythms and Low-Organized Games) | 3 |
| | 27 |

Professional Background Courses

| | |
|---|---|
| Child Care | 3 |
| General Psychology | 3 |
| Child Psychology | 3 |
| Psychology of Exceptional Children | 3 |
| Introductory Sociology | 3 |
| Urban Society | 3 |
| | 18 |

Professional Skills Courses

| | |
|---|---|
| Art Crafts or Music for the Child | 2-3 |
| Language Arts and Reading | 3 |
| Role of the Teacher Assistant | 3 |
| Participation in School Activities and Seminar | 6 |
| Typing (unless exempt by test) | 4 |
| | 18-19 |

If either curriculum is to be taken as part of a work-study program, the load each semester should be reduced. The courses missed could be made up during summer terms.

According to the study by Bowman and Klopf, there are three preconditions for the success of such a program:

1. Role definition and development.
2. Training: preservice, in-service, and work-study.
3. Institutionalization of the position of the teacher auxiliary.[24]

[23] Students who score high enough not to require remedial mathematics should be exempt from taking college mathematics.

[24] Garda W. Bowman and Gordon J. Klopf, "Auxiliary School Personnel: Their Roles, Training, and Institutionalization," pamphlet (New York: Bank Street College of Education, October, 1966).

## VII. TEACHER CERTIFICATION

### Purpose

Teacher certification is the process by which the state grants licenses called "teachers' certificates" in order that the public school children of Illinois may be protected from incompetent teachers. It may be noted, first, that all public school teachers in the state are required to hold certificates, but that teachers in nonpublic schools are not required to be certificated.

Second, Illinois law requires that public school teachers in Chicago as well as those downstate hold certificates, but it grants the Chicago Board of Education broad powers to make its own certificating requirements for the teachers of the Chicago school district. Teacher certification in Chicago is discussed later in a separate section of this report. Except when Chicago teacher certification is specifically mentioned, the remainder of this chapter applies only to Illinois outside Chicago. The laws governing the certificating of teachers outside Chicago specify the kind of certificates to be issued, give general requirements for such certificates, and grant to the Superintendent of Public Instruction, in consultation with the State Teacher Certification Board, the authority to make more detailed regulations not in conflict with the law.

It is generally believed that teacher certification in Illinois attempts to insure that all teachers in the public schools are prepared, at least on a minimum level, in their teaching duties. The high school certificate requires that a teacher have at least thirty-two semester hours of credit in a teaching field before the certificate can be granted. Once the teacher receives the high school certificate, however, he may teach any subject for which he meets what are called "recognition" requirements; and there is no later reference to the subject field which was required in order that he receive his high school certificate. The Superintendent of Public Instruction's requirements for the "recognition" of schools specify that a high school teacher have from sixteen to twenty-four semester hours in the field that he is teaching (depending on the field), and it is these recognition requirements rather than the requirements for teacher certification which establish minimums for the assignment of high school teachers.

The teacher receiving a special certificate is permitted to teach ". . . the special subject named therein in all grades of the common schools." There is no statewide system other than the implied duties of county and school district superintendents by which teachers holding this type of certificate are checked to insure that they really do teach only the subject named in their certificates.

The recognition requirements mentioned above are described in some detail by the Office of the Superintendent of Public Instruction and are reasonably well enforced among the high schools in the state through a system of annual reports and by visits from the Superintendent of Public Instruction's office. They are also enforced by the requirements of the North Central Association of Colleges and Secondary Schools, a voluntary accrediting association. There is little formal program for enforcing teacher-assignment standards among elementary schools.

It seems safe to generalize by saying that, far from giving the kind of protection ordinarily assumed to be provided by teachers' certificates, one can assume with respect to a certificated teacher only that at one time in his life the teacher met certification requirements which entitled him to teach something.

It should also be recognized that a significant number of teachers in Illinois hold the provisional certificate; in elementary schools, about 4,000 teachers in 1965-66 held such certificates. The only requirement for these certificates is the possession of a bachelor's degree, which may have been in Greek, agriculture, or engineering, even though the teacher is to teach a first-grade, self-contained classroom. The holder of a provisional certificate granted since July 1, 1964, is required to complete all the requirements for a standard certificate of the same type (elementary, high school, or special) within six years and must take every two years at least eight semester hours of work which count toward the standard certificate.

A number of states have requirements and systems of auditing by which they can determine whether or not teachers are teaching in the fields and at the grade levels for which they were prepared. Illinois has no such program, and the raw data on which it might be based are just now beginning to be collected.

A section of the certification chapter of the *School Code* (Sec. 21-11.1) provides that "an applicant who holds or is eligible to hold a teacher's certificate or license under the laws of another state or territory of the United States may be granted a corresponding teacher's certificate in Illinois on the written authorization of the Superintendent of Public Instruction and the State Teacher Certification Board . . ." Additional conditions are that the applicant be at least nineteen years of age, of good character, good health, a citizen of the United States and "that the requirements for a similar teacher's certificate in the particular state or territory were, at the date of issuance of the certificate, substantially equal to the requirements in force at the time the application is made for the certificate in [Illinois]." This section of the *School Code* permits certified teachers (and those eligible for certification from other states to receive corresponding certificates in Illinois without meeting all detailed requirements and thus permits considerable flexibility. This provision of the law has been used in only a few cases.

## Irrelevant Requirements

There are a few requirements of the *School Code* which do not seem to be necessary to guarantee minimal teacher performance. Most of these requirements do not appear in the sections dealing directly with teacher certification but are effective curriculum controls for large numbers of teachers. As examples, the *School Code* provides (Section 27-10) that every teacher must have passed an examination on "the nature of alcoholic drinks and other narcotics and their effects on the human system . . . ." The *Code* also requires (Section 27-9) that public institutions preparing teachers shall require that every elementary teacher shall have had at least ". . . . one course in methods and materials in the teaching of physical education and training." This has led the Certification Board to require at least one physical education course for all teachers. The *School Code* (Section 27-3) also requires that no institution ". . . supported or maintained in whole or in part by public funds" shall grant a certificate of graduation unless the student has passed a satisfactory examination on the Declaration of Independence, the Constitution of the United States of America and of the State of Illinois, and the proper use and display of the American flag. This statement in the law has encouraged the requirement that all teachers have a course in either U. S. History or political science. It seems to this committee that requiring all public school teachers, regardless of their teaching assignments, to be prepared to teach in the field of alcohol and narcotics, physical education, and the Constitution of the state and nation may be denying some highly effective teachers to the State of Illinois. Still another Illinois requirement (which is not found in about twenty of the states) is that to be certificated, a teacher must be a citizen of the United States. The single exception in Illinois is that teachers of foreign languages may get provisional certificates if they have indicated their intention to become citizens.

## Control of Certification

The basic control of certification outside Chicago lies in the state legislature. The Superintendent of Public Instruction and the State Teacher Certification Board have been granted very broad powers of interpretation, administration, and regulation.

Experience has demonstrated that various agencies at different times have initiated amendments to certification laws. Principally, such agencies have been the Illinois Education Association, Illinois Federation of Teachers, Illinois Association of County Superintendents, Superintendent of Public Instruction, School Problems Commission, Illinois Association of School Administrators, and Illinois Teacher Certification Board.

A few years ago a Statewide Study Committee on Teacher Certification was created because of problems arising from multiplicity of interest in certification laws and regulations. Committee members agreed that its recommendations would be submitted to the Illinois Teacher Certification Board, which would have the opportunity to act as a clearing house and to present its arguments against un-

desirable proposals. Although the plan has had considerable success, it could have been even more successful if it had provided representation to a larger number of the interested elements of the population and if all proposals for improving teacher-certification requirements had come before it.

It has been contended by some persons that the membership of the Teacher Certification Board is not sufficiently representative of the entire educational operation to provide good judgment on all matters related to the education and training of teachers. Others have said that the Board is not sufficiently independent of control by the Superintendent of Public Instruction and that the certification laws provided by the Illinois General Assembly include too much detail. It is contended by still others that those directly connected with the public schools or with the preparation of teachers should not control teacher-certification requirements but that this, along with other means of controlling the state's educational system, should be in the hands of a state board of education composed of laymen. Most of the changes in the composition of the Teacher Certification Board in the last few years have merely provided for additional representation of special-interest groups associated with colleges and public schools.

## Certification in Chicago

The first section of the chapter dealing with teacher certification in the Illinois *School Code* indicates that the remainder of the chapter ". . . . shall not apply to cities having a population exceeding 500,000 inhabitants" and says that the Board of Education of such a city has the authority to grant certificates. Another section of the *School Code* (Sec. 34-83) authorizes a "board of examiners" who ". . . . shall hold such examinations as the Board of Education may prescribe, upon recommendation of the general superintendent of schools and shall prepare all necessary eligible lists, . . . ."

For many years, the Board of Examiners has conducted examinations for the granting of various kinds of certificates, with the examinations organized into three parts. The first part is the filing of credentials: transcripts showing the credit hours of college and graduate work earned by the applicant, a record of the granting of a bachelor's degree, letters of recommendation, and records of previous employment. The second part is the successful completion of a written or written-practical examination which consists of the appropriate parts of the National Teacher Examination. The third part is the oral examination, given only to those who are successful in the written examination. The score on the written examination is assigned according to a scale set by the Board of Examiners and based on that body's experience with National Teacher Examination scores made by applicants to the Chicago city system. The final score of a candidate is the average of his scores on the written and oral examinations. Reports from graduates of institutions represented on Committee Q who have applied for positions in the Chicago schools indicate that the nature of this certification process is regarded as a major block by applicants to the Chicago system. The major feature questioned appears to be the oral examination. The examining committee, consisting largely of administrators of long experience, is frequently reported as leaving the impression with applicants that it is opposed to change in the schools and that its members do not encourage innovation or creativity on the part of teachers.

Applicants for positions in the Chicago system often are also applicants in other nearby school districts. They report with some frequency that their applications in the suburban schools in general receive prompt and encouraging attention and that they are made to feel that they are welcome in those systems, while in the City of Chicago, the procedures are regarded as being unnecessarily time-consuming and make the applicant feel that he is to be received with indifference or, at times, even with some hostility. Undoubtedly, the very size of the Chicago operation creates an atmosphere of impersonality. Efforts to personalize the system are undoubtedly needed and will require special attention if they are to be effective in a school system of this size.

At present, the certification process is closely related to the process of accepting an employee by the Chicago city school system. In the rest of the state, and in most other states, teachers are certificated if they meet the requirements for certification, and the question of employment in a particular school district is a separate matter. [25]

[25] It is generally accepted that teacher-certification requirements go up in a time of plentiful supply and are lowered when the supply of teachers is reduced. This does not alter the fact, however, that teacher-certification requirements ordinarily do not respond specifically to the demands of a single school system or to the demands for a certain category of teacher (such as elementary school teacher, high school teacher of women's physical education) in an individual school system.

If Chicago would adopt a simplified certification procedure which would involve welcoming applicants and, hopefully, certificating more applicants than are likely to be needed, the certification and the actual employment of teachers could be separated with beneficial results.

Graduates of approved teacher-education programs in Illinois and of those programs in other states which have received national accreditation are now eligible to receive downstate teacher certificates without further examination. The process is simple, for these graduates are recommended by their institutions, and only enough checking is done by the State Certification Office to make sure that institutions are really following the programs which have been approved.

# APPENDIX

## A SURVEY OF PROMISING INNOVATIONS IN TEACHER EDUCATION IN ILLINOIS

In 1967, a questionnaire was sent by Committee Q of the Illinois Board of Higher Education to the Director of Teacher Education in each teacher-education institution in Illinois. Each director was asked (1) to list the most innovative, imaginative, or novel features of his institution's teacher-education program and (2) to describe the most outstanding feature or aspect of the program. The Committee received responses from twenty institutions.

I. The Most Innovative, Imaginative, or Novel Features

The following were listed by the respondents as the most innovative, imaginative, or novel features of their teacher-education programs:

A. A Teaching Techniques Laboratory. Prior to student teaching, each prospective secondary school teacher is required to have several hours of work in the Teaching Techniques Laboratory. The Teaching Techniques Laboratory incorporates micro-teaching experiences into special-methods classes. Methods instructors have students plan and teach a micro-lesson using a specific method. After the lesson, the students' performances are criticized. A video recording and pupils' reactions are utilized. The laboratory also provides an opportunity for research into questions of methodology in a reasonably simplified and controlled environment. In using it, the investigator finds it less necessary to interrupt the school program for research purposes and is more certain of profitable results when his research reaches the point of classroom application. During the past year, the Teaching Techniques Laboratory has been used (1) to study the effect of health education curriculum materials; (2) to study supervision strategies; (3) to define operationally a number of teaching methods in English, science, and social studies; and (4) to serve as an initial experience for students in their first courses in education.

B. An Instructional Skills Laboratory. The laboratory is specifically designed to bring together, in close proximity (one floor), the tools, instructional materials, and equipment that will stimulate the development and implementation of innovations under the professional guidance of educational specialists. The laboratory consists of ten rooms, including seven learning laboratories, a director's office, a seminar room, and a supply room. There is a laboratory for each of the following: Fine Arts, Practical Arts, Science, Social Studies, Language Arts, Audio-Visual, and New Developments. The Instructional Skills Laboratory enables the prospective teacher to develop the skills needed to work creatively with students by providing the prospective teacher with special equipment, adequate space for working, professional assistance, and first-hand experiences in working in an experimental environment.

C. A Self-Instructional Audio-Visual Laboratory. The laboratory contains the various types of machines, projectors, and programmed learning devices that the prospective teachers will eventually be using in the classroom. The operating instructions are programmed so that the student can teach himself how to operate each machine.

D. A program of gradual induction to full-time teaching. Sophomores observe and participate in public school classrooms; juniors participate to a greater degree, teaching small groups, constructing teaching aids, etc.; senior students teach full time for nine weeks.

E. A three-phase summer student-teaching program known as the Mini-School Program. Phase I, Field Laboratory: This first phase is an intern-type teaching assignment in a regular school setting, mornings only, for six weeks. Experienced public school supervisors direct the experience, generally in the ratio of one to three student teachers. Phase II, Clinical Continuation: This phase focuses close scrutiny of both student and university staff on the performance of a wide variety of planning and instructional techniques. The setting is provided by a small class of demonstration pupils drawn randomly from the preceding "field laboratory" phase, and the clinic meets in either university or public school classrooms two to three mornings each week for four weeks. Phase III, Seminar: This phase runs concurrently with the other two phases for ten weeks. The seminar is held either in the public school or in a university classroom for six hours each week during the afternoons.

F. A "September Experience." Each prospective teacher is required to have in his file a written report on a "September Experience" as a condition for admission to student teaching. The "September Experience" must include at least four days of classroom observation and, if possible, actual participation in a public school. The students are also encouraged to attend preschool workshops and meetings.

G. A Tutorial and Clinical Program in Teacher Education. This program is an experimental, all-university program developed to test in actual practice promising innovations for the improvement of teacher education. Professional education consists of tutorials and parallel clinical experiences distributed over the four-year undergraduate program. Responsibility for the professional work rests with the tutorial professors and the clinical professors, with all academic work given by professors in the College of Arts and Sciences.

H. Seminars which provide opportunities for prospective teachers to become participants in a demonstrated teaching-learning situation presented by one of the students. Each prestudent teacher presents a lesson in one phase of the curricular area. Priority is given to creativity. The teaching is expected to give evidence of a creative technique, showing a reasonable grasp of subject matter and a creative use of curricular materials and resources. The prospective teachers assume a double role. They are the pupils in the demonstration lesson presented by the prestudent teacher and they are also opinion-oriented analysts who share their points of view and assess the performance of the teacher-to-be.

I. A laboratory course in education with emphasis on directed observations and individualized experiences with children in a variety of environmental conditions.

J. Courses which integrate the content of two or more relate[d] education courses taught within a specific block of time. The block of time enables the class to observe [a]nd to participate in laboratory school and public school classes. This provides the students with t[he] opportunity to relate theory to practice, to test their desire to teach, to have a better experiential back[gro]und for their college courses, and to test their growing ability to perform as teachers. The program [m]akes student teaching more effective; and students are, on the whole, better prepared for their first teachin[g] positions in the public schools.

K. An empirical tutoring experience for students enrolled in Educational Psychology and in the Teaching of Reading. The empirical tutoring experience relates the teacher-in-training to the student in a learning situation. It offers an opportunity to discover first hand some aspects of teaching techniques, of psychological and educational perspective, and of teaching as guidance. Children who need tutoring are identified by the local public school system.

L. A program in which, prior to student teaching, prospective teachers present short lessons to selected classes in public schools and conduct tours of children through university museums and art exhibits. These experiences give the prospective teacher an opportunity to interact with children.

M. The utilization of television and recording equipment. This includes recordings of student work which can be played back over a closed-circuit system to individuals or classes and the use of portable television recording equipment which is sent to schools and on field trips to record materials for students to observe. Light-weight portable equipment is used by student-teaching supervisors and other teachers of education courses when they wish to have students in the field see as well as hear what they have been doing.

N. An outdoor teacher-education campus. All elementary education majors spend time—two days as sophomores, three as juniors, and a week as seniors—in residence at the outdoor campus teaching children to use the outdoor environment to reinforce learning. Many secondary-methods teachers and secondary-education teachers also provide experiences for their classes at the outdoor campus.

O. A "professional semester" for all teacher-education students. Most of the required professional education courses and student teaching are taken during the first semester of the senior year. Students take three courses for the first eight weeks and then have a seven-week block of full-time student teaching. This schedule frees the student of involvement with the college academic program during the student-teaching period and also enables the student to concentrate on the academic major during the second semester of the senior year.

P. An elementary teacher-education program which concentrates upon the preparation of teachers for urban elementary schools. Students who apply for the program wish to teach in urban schools; therefore, the program content and student-teaching experiences are geared toward this objective. Staff members who have experience in the inner-city schools work directly with the students. In addition, this pre-service program will be related to an Experienced Teacher Fellowship Program in Urban Elementary Education so that outstanding experienced urban teachers can serve as resources to young people aspiring to work in this area.

Q. Methodology courses taught by public school teachers. The methods courses are taught by top-caliber public school teachers.

R. A cooperative arrangement with an elementary school district whereby the reading consultant of the school district teaches a course in reading. The course is taught in the public school and involves the college students in work with individual children as well as with groups of children.

S. Observation of all secondary student teachers by members of their major departments. This affords a large portion of the professors in the academic areas the opportunity to get into the classrooms of the public schools, and it helps stimulate communications among the various levels of education in each of the fields of academic endeavor. It is felt that this type of program promotes harmonious relationships between faculty members in professional education and those in the other divisions of the college and between the college and the cooperating schools.

T. The use of video-tape in the supervision of student teachers. Student teachers are video-taped while teaching. The college supervisors go over the video-tapes with their student teachers with a view toward giving the student teachers greater insight into their classroom behavior.

U. An annual summer workshop for public school cooperating teachers who have been working with the college's student teachers. The workshop features a number of speakers and involvement of participants in simulative experiences in student-teaching programs.

V. A credit workshop in the summer for cooperating teachers. The workshop provides for the training of public school supervisors of student teachers at the elementary level. An unusual feature is the experience the cooperating teachers have in actually supervising student teachers in summer-session classes for children—classes conducted specifically for the workshop.

W. Summer student-teaching centers for provisionally certified persons who have a bachelor's degree and teach during the academic year.

X. Laboratory experiences for special education majors. Special education majors in the Division of Hard of Hearing are provided with laboratory experiences and student teaching in the Illinois School for the Deaf.

Y. A Master of Arts in Teaching Program. The primary purpose of this program is to encourage recent graduates to prepare for careers in elementary or secondary school teaching. The program provides opportunities (1) to continue the study of a major subject area in graduate courses, (2) to complete the professional requirements for certification, (3) to gain practical experience from a teaching internship, (4) to meet undergraduate and graduate requirements in a combined program of education and liberal arts, (5) to complete all teaching and graduate requirements in two summer sessions and the intervening academic year, (6) to earn a Master of Arts in Teaching degree, and (7) to prepare for further graduate study.

Z. A two-year Master of Arts in Teaching Program for secondary school teachers. When this program was begun seven years ago, it was the first of its kind in the nation. The two-year format allows college graduates a full year of advanced study in their teaching discipline and in the process of education, plus a full year of internship teaching in selected secondary schools.

II. The Most Outstanding Features of Teacher-Education Programs

Many of the features listed in Section I above were also described as being the most outstanding feature of the teacher-education programs. In addition to the ones listed above, the following features were reported as being outstanding:

A. An all-university council on teacher education. The programs for teachers in elementary schools, high schools, and technical institutes are administered by the teaching field departments in the colleges throughout the university; however, the planning in each teaching field is done by committees called "area committees," composed of approximately equal numbers of representatives from the College of Education and the teaching field or fields. A Council on Teacher Education, consisting of deans of colleges administering teacher-education curricula, appoints a Coordinator of Teacher Education, appoints the area committees, and passes upon each major curricular change. The chief academic administrative officer serves as Chairman of the Council.

B. An all-university admission-to-teacher-education policy. Admission to the university does not automatically constitute acceptance for the professional program in teacher education. Candidates for all baccalaureate degrees who plan to complete certification requirements for teaching on any grade level must satisfy the following requirements: (1) an overall grade point average that meets the established standards, (2) a grade of "C" or better in the first professional education course, (3) approval of the instructor in the student's first professional education course, (4) approval of the Dean of Men or the Dean of Women, (5) approval of the student's major advisor, (6) a minimum grade of "C" in freshman English or qualification by passing a proficiency test in written English, (7) approval of the Speech Department, and (8) adequate teaching areas which lend themselves to assignments in appropriate student-teaching positions as well as placement in a teaching position after graduation.

C. Emphasis upon general education and the major area of concentration. The program is based on the premise that a strong major and a broad general educational background with a minimum of professional courses will result in the production of outstanding teachers.

D. Breadth of the teacher-education program. The students are required to have credit in a number of broad areas of instruction (philosophy, history, mathematics, theology, etc.) which gives a teacher a mature perspective.

E. An outstanding faculty. The strength of the teacher-education program is directly related to the quality of the faculty.

F. The coordination of professors of education, professors in the teaching disciplines, and master teachers in the laboratory schools. Through this coordination important components of teacher preparation are simultaneously focused for an extended period.

G. A carefully structured student-teaching program. The student-teaching program is a well-structured program properly designed and adequately documented by supportive data and student-teacher records.

H. The placement of student teachers in carefully selected schools. The schools which are selected represent especially suitable settings for beginning teachers.

The essential components of good teacher-education programs which were cited the most frequently by the respondents were (1) procedures for carefully screening applicants for admission to teacher-education programs, (2) a broad foundation in general education, (3) depth in an academic field, (4) methodology courses taught by subject-matter specialists or master teachers in the public schools, (5) professional education courses which relate theory to practice, and (6) model student-teaching programs.